College Curriculum Committee Meeting Agenda
Tuesday, March 7, 2023
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom
Masks required for all in-person attendees

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Minutes: February 21, 2023	2:00	Action	#3/7/23-1	Kuehnl
2. Report Out from Division Reps	2:02	Discussion		All
3. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	2:12	Information		
4. Addition to Course Family—Fine Arts & Communication	2:17	Action	#3/7/23-2	Kuehnl
5. New Certificate Proposal: Non-Destructive Testing	2:20	Action	#3/7/23-3	Kuehnl
6. New Certificate Application: Research, Design and Development for Global Good	2:25	3rd Read/ Action	#3/7/23-4	Kuehnl
7. Degree Deactivation: Business Administration ADT	2:30	2nd Read/ Action	#3/7/23-5	Kuehnl
8. Addition to Credit by Examination List: APPT 143A	2:33	Information		Vanatta
9. Equity in the COR	2:35	1st Read	#3/7/23-6	Kuehnl
10. Process for Implementing Equity Updates to CORs	3:23	Discussion		Kuehnl
11. Good of the Order	3:28			Kuehnl
12. Adjournment	3:30			Kuehnl

Times listed are approximate

Attachments:

#3/7/23-1	Draft Minutes: February 21, 2023
#3/7/23-2	Proposal to Add New Course to Course Family in Fine Arts & Communication
#3/7/23-3	New Certificate Proposal: Non-Destructive Testing
#3/7/23-4	New Certificate Application: Research, Design and Development for Global Good (updated)
#3/7/23-5	Degree Deactivation: Business Administration ADT
#3/7/23-6	Guiding Principles for Equitable CORs—draft (updated)

2022-2023 Curriculum Committee Meetings:

Fall 2022 Quarter	Winter 2023 Quarter	Spring 2023 Quarter
10/4/22	1/24/23	4/25/23
10/18/22	2/7/23	5/9/23
11/1/22	2/21/23	5/23/23
11/15/22	3/7/23	6/6/23
11/29/22	3/21/23	6/20/23

Standing reminder: Items for inclusion on the CCC agenda are due no later than one week before the meeting.

2022-2023 Curriculum Deadlines:

~~12/1/22~~	Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
~~12/1/22~~	Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
4/21/23	Deadline to submit curriculum sheet updates for 2023-24 catalog (Faculty/Divisions).
6/1/23	Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
6/23/23	Deadline to submit course updates and local GE applications for 2024-25 catalog (Faculty/Divisions).
Ongoing	Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:

Micaela Agyare (LRC), Chris Allen (Dean, APPR), Ben Armerding (LA), Jeff Bissell (KA), Rachelle Campbell (HSH), Anthony Cervantes (Dean, Enrollment Services), Valerie Fong (Dean, LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Tom Gough (FA), Kurt Hueg (Interim VP Instruction), Julie Jenkins (BSS), Ben Kaupp (SRC), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Don Mac Neil (KA), Ana Maravilla (CNSL), Allison Meezan (BSS), Patrick Morriss (STEM), Brian Murphy (APPR), Tim Myres (APPR), Teresa Ong (AVP Workforce), Ron Painter (STEM), Sarah Parikh (STEM), Chrissy Penate (LRC), Amy Sarver (LA), Lisa Schultheis (STEM), JP Schumacher (Dean, SRC), Shaelyn St. Onge-Cole (HSH), Ram Subramaniam (Administrator Co-Chair), Mary Vanatta (Curriculum Coordinator), Voltaire Villanueva (AS President)

CC: Interpreters

COLLEGE CURRICULUM COMMITTEE
Committee Members – 2022-23

Meeting Date: <u>3/7/23</u>

<u>Co-Chairs (2)</u>

_____	Eric Kuehnl	7479	Vice President, Academic Senate (tiebreaker vote only)
			kuehnleric@fhda.edu
✔*	Ram Subramaniam	7179	Acting Associate Vice President of Instruction
			subramaniamram@fhda.edu

<u>Voting Membership (1 vote per division)</u>

✔	Micaela Agyare	7086	LRC	agyaremicaela@fhda.edu
_____	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
✔*	Jeff Bissell	7663	KA	bisselljeff@fhda.edu
_____	Rachelle Campbell	7469	HSH	campbellrachelle@fhda.edu
_____	Valerie Fong	7135	Dean—LA	fongvalerie@fhda.edu
_____	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
✔	Hilary Gomes	7585	FA	gomeshilary@fhda.edu
✔*	Tom Gough	7130	FA	goughtom@fhda.edu
✔*	Julie Jenkins		BSS	jenkinsjulie@fhda.edu
✔*	Ben Kaupp		SRC	kauppben@fhda.edu
✔*	Andy Lee	7783	CNSL	leeandrew@fhda.edu
✔	Don Mac Neil	7248	KA	macneildon@fhda.edu
_____	Ana Maravilla		CNSL	maravillaana@fhda.edu
✔*	Allison Meezan	7166	BSS	meezankaren@fhda.edu
✔*	Patrick Morriss	7548	STEM	morrisspatrick@fhda.edu
✔	Brian Murphy		APPR	brian@pttc.edu
✔	Tim Myres		APPR	timm@smw104jatc.org
✔*	Ron Painter		STEM	painterron@fhda.edu
✔*	Sarah Parikh	7748	STEM	parikhsarah@fhda.edu
✔*	Chrissy Penate		LRC	penatechrisanthy@fhda.edu
✔	Amy Sarver	7459	LA	sarveramy@fhda.edu
_____	Lisa Schultheis	7780	STEM	schultheislisa@fhda.edu
✔	JP Schumacher	7549	Dean—SRC	schumacherjp@fhda.edu
✔*	Shaelyn St. Onge-Cole	7818	HSH	stonge-coleshaelyn@fhda.edu

<u>Non-Voting Membership (4)</u>

_____			ASFC Rep.	
✔*	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
_____			Evaluations	
_____			SLO Coordinator	

<u>Visitors</u>

<u>Gay Krause*, Kas Pereira*</u>_____

_____

* Indicates in-person attendance

College Curriculum Committee
Meeting Minutes
Tuesday, February 21, 2023
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom

Item	Discussion
1. Minutes: February 7, 2023	**Approved by consensus.**
2. Report Out from Division Reps	**Speaker: All** STEM: No updates to report. Language Arts: No updates to report. Armerding mentioned upcoming division retreat on March 8, focusing on SLOs. Kinesiology: No updates to report. HSH: No updates to report. Fine Arts: Gough shared working on deactivation exemption requests. SRC: No updates to report. LRC: No updates to report. Counseling: No updates to report. BSS: No updates to report. Gilstrap mentioned upcoming all-day meeting re: AB 1111 (Common Course Numbering legislation), which is open to everyone. Gilstrap plans to attend some of the meeting and can share meeting info with anyone who is interested.
3. Public Comment on Items Not on Agenda	Gough mentioned division discussions re: deactivation exemption request form and asked if a better form type can be used (i.e., not Word docs), perhaps some sort of online form. Vanatta agreed that Word docs not ideal but doesn't know of any online option w/ signature routing and "pretty" output. Kuehnl asked if form could be moved to CourseLeaf—Vanatta responded no, as system doesn't allow for any type of form/process separate from COR. Kuehnl mentioned recent conversation among district Academic Senate (AS) leadership re: share-out of new degrees/certs. w/ De Anza. This step is built into our new process, but only if De Anza creates their own process to include this step; sounds like this may finally be moving forward. Similar conversation took place re: share-out of new courses, but there has been pushback.
4. Announcements a. New Course Proposals	**Speakers: CCC Team** The following proposals were presented: C S 81; LINC 79A, 79B, 79C, 79D. No comments.
b. COR/Title 5 Updates for 2024-25	Vanatta announced the deadline for new/updated CORs for 2024-25: Friday, June 23. Expects to distribute the Title 5 list mid-March.
c. ICAS Memo Re: Cal-GETC Framework	Gilstrap explained memo from ICAS and pointed out detail that CSU has no plans to discontinue CSU GE Breadth, which comes as a surprise, since new transfer GE pattern meant to be the sole transfer GE pattern. Likely to be major topic of discussion at upcoming

	Articulation Officers' meeting, next month. Noted that ICAS's deadline to establish new GE pattern coming up in May; otherwise, CSU & UC administrators will be in charge of finalizing. Lee mentioned concerns w/ removing Lifelong Learning component and asked if this may have influenced CSU's plan to keep CSU GE—Gilstrap believes no decision has been made yet re: changing LL component to graduation requirement or upper division requirement. Also noted new transfer GE pattern will be required for students earning ADTs.
d. ASCCC Spring Plenary	Kuehnl shared that plenary is coming up, and encouraged folks to reach out to him or other AS leadership if interested in attending. Funds may be available for attendance. Plenary is where AS reps from all community college districts meet and determine state-wide policy.
e. Academic Senate Elections	Local AS elections coming up—both VP positions (curriculum and executive) are open, as well as at least one part-time rep position. Please reach out to Kuehnl or other AS leadership if interested.
5. Consent Calendar a. GE Application	**Speaker: Eric Kuehnl** The following GE application was presented: Area III—HORT 15. Parikh asked if course has already been approved for GE—Kuehnl responded that approval has been recommended by GE subcommittee. GE apps go to subcommittee first, then CCC. Parikh noted concern with response to Breadth Mapping B1, and asked if someone has already vetted application—Kuehnl responded that subcommittee has reviewed it. Parikh asked what happens if subcommittee not satisfied—Vanatta responded that subcommittee does have option/ability to send an app back to faculty if they have concerns/questions, and in this case they did so and app was edited to add more detail. Discussion occurred re: depts. of current subcommittee members, and Kuehnl noted it's not a requirement for members to be from any specific dept. Motion to approve **M/S** (St. Onge-Cole, Kaupp). **Approved.**
6. New Degree Application: Communication Studies 2.0 ADT	**Speaker: Eric Kuehnl** Second read of new Communication Studies 2.0 ADT. No comments. Motion to approve **M/S** (Lee, Gough). **Approved.**
7. Stand Alone Applications: NCLA 407A, 407B, 407C	**Speaker: Eric Kuehnl** Second read of Stand Alone Approval Requests for NCLA 407A, 407B, 407C. Morriss mentioned related topic of Math dept.'s concern for their noncredit cert./courses due to new AB 1705 legislation, and asked if Language Arts reps have similar concerns. Morriss concerned that under AB 1705 we cannot offer noncredit English/math courses which aren't coreqs to transfer-level courses. Armerding noted Language Arts' primary noncredit course is coreq to ENGL 1A, but has many other noncredit courses which might be affected; needs to follow up. Lee asked question re: NCLA 407B, which seems geared toward language learners; noted similar CRLP course on effective resume writing. Believes each courses will serve different population, but wondered if a counselor could teach NCLA course. Penate explained that these NCLA courses are affiliated w/ LRC/WLC and enable tutors to help students with writing; clarified that courses aren't offered in the same formal way as the CRLP course (e.g., no actual lecture). Kuehnl noted discipline determines which faculty members may teach course. Motion to approve **M/S** (Lee, St. Onge-Cole). **Approved.**
8. Degree Deactivation: Business Administration ADT	**Speaker: Eric Kuehnl** First read of deactivation of Business Administration ADT, which has been replaced by new 2.0 version. Kuehnl noted we don't currently

	have a formal process to deactivate a degree/cert., but plan is to start creating one during spring quarter. Gilstrap explained that we were required by the CCCCO to create new 2.0 version, using their new TMC requirements. Kuehnl asked if both versions may overlap briefly—Gilstrap responded yes, they currently are both active in our catalog. Second read and possible action will occur at next meeting.
9. Equity in the COR	**Speaker: Eric Kuehnl** Continuing discussion of draft of guidelines document for faculty to use when creating/updating CORs from an equity perspective. Document has been updated since previous meeting, to incorporate feedback from breakout groups; COR examples have been added to some sections but more are needed (ideally before/after examples). Introduction section: modified by breakout group. Vanatta noted new language doesn't mention Strategic Vision for Equity (SVE) or Equity Action Plan (EAP) and doesn't incl. footnote reference to issues/goals; group should determine whether to incl. or remove. Parikh was in breakout and recalled that info from SVE/EAP incorporated into new language, with portions in bold text (which got unintentionally stripped out). St. Onge-Cole (also in breakout) shared intent was to create our own language, inspired by those documents, and remove reference to footnote. Morriss (also in breakout) added that intent was to take ownership; noted bold text mentioned by Parikh directly quoted three issues from EAP in footnote. Suggestion was made to add footnote references to these quotes. St. Onge-Cole suggested keeping three issues in footnote but removing goals and instead provide a link—Parikh pointed out that not every goal for each issue applies to curriculum, so could be valuable to keep goals listed. Kuehnl will work with breakout members to identify which words need bolded. Definitions section: same as previous draft. CCC Team reached out to Dean of Equity Ajani Byrd to ask for feedback from Office of Equity, as current definitions are mostly from Glendale CC document. Byrd has provided feedback, which will be incorporated into next draft. Vanatta pointed out that COR sections with blue highlighting have not been updated since previous draft, as did not receive any feedback from a breakout group. Armerding mentioned Course Description section, noting breakout created a before/after example using an ART course—Kuehnl responded that course being deactivated, and example wasn't an actual update that had been made; would prefer using examples of actual changes. Noted this will be a living document, so as CORs get updated more and more examples will be available. Armerding suggested that, in the meantime, if no "real" examples exist, including hypothetical examples will be worthwhile. Parikh asked if examples have to be recent, or if changes made years ago may be included—Kuehnl responded older examples are fine. Course Content section: Jenkins suggested "If applicable, address historical and/or contemporary misconceptions"—Morriss commented on "misconceptions" and how this relates to faculty's need to learn more about history of racism within their own discipline (related to one of the EAP issues). Parikh commented on structural racism vs. racism within a discipline (which is built upon structural racism), and suggested adding a bullet to address/incorporate this. Kuehnl will reach out to Morriss and Parikh to settle on language. Jenkins suggested new bullet prompt faculty to consider whether content "attempts to offer a critique of problematic aspects of discipline." Kaupp suggested removing "if

	applicable" from existing bullet (re: misconceptions)—group agrees. Armerding suggested moving "Does the content communicate a philosophy…" to top of list; suggested pluralizing "lived experience." Methods of Evaluation section: Vanatta noted breakout suggested removing last two bullets (highlighted in yellow) to instead incorporate into similar guide for syllabi. Kuehnl doesn't believe guide for syllabi being created; intent is for individual faculty to base syllabi on CORs, which will suggest equitable practices. Parikh commented that COR meant to serve as a general guide for how to teach the course, and believes the two bullets should be included. Jenkins asked how, for example, COR would include details re: students' ability to make up and/or revise work—Parikh suggested methods could include "make-up exams." Parikh noted that, in some cases, part-time faculty simply given COR as a basis to create syllabus, and seeing make-up exams listed could inspire them to include on syllabus. Group in agreement re: keeping both bullets in document. Methods of Instruction section: Kuehnl noted will pluralize "lived experience." Representative Texts/Materials section: no comments. Types/Examples of… Assignments section: Jenkins unsure what is meant by second bullet—"Are you including prompts that encourage reflection to specific resources?"—others agree. Kuehnl believes it means students are reflecting on specific resources, but wonders if it could be shortened to remove "to specific resources." Parikh asked if student-directed assignments may be added, which fits within culturally responsive teaching framework—Kuehnl wondered if certain bullets already apply. Parikh asked if this section of COR meant to include only external materials taken in by students, or if we may include what the student brings—Gough asked if that (what students bring) would typically be part of in-class work, noting this section is for homework assignments. Parikh noted example of current homework assignment. Other reps believe Parikh's suggestion appropriate for this section—folks will work offline to discuss and recommend additions/changes. Conclusion section: Kuehnl noted question by CCC Team—does document need a conclusion? Inspired by Parikh, group suggested including short conclusion stating that work is ongoing, and asking faculty to share examples of work they have done to incorporate equity into their CORs. Document will be updated for next meeting, which will likely be first read. Please share any feedback and suggestions for next version with Kuehnl and Vanatta.
10. Good of the Order	
11. Adjournment	**3:38 PM**

Attendees: Micaela Agyare (LRC), Ben Armerding (LA), Evan Gilstrap* (Articulation Officer), Hilary Gomes (FA), Tom Gough* (FA), Julie Jenkins* (BSS), Ben Kaupp* (SRC), Eric Kuehnl* (Faculty Co-Chair), Andy Lee* (CNSL), Don Mac Neil (KA), Ana Maravilla* (CNSL), Patrick Morriss* (STEM), Ron Painter* (STEM), Sarah Parikh* (STEM), Chrissy Penate* (LRC), Jenn Saldana* (guest), Amy Sarver (LA), JP Schumacher* (Dean, SRC), Shaelyn St. Onge-Cole* (HSH), Mary Vanatta* (Curriculum Coordinator), Gary Wu* (guest)
* Indicates in-person attendance

Minutes Recorded by: M. Vanatta

Proposal to Add New Course to Course Family in Fine Arts & Communication

Fine Arts & Communication is making the following addition to an existing course family:

Acrylic Painting
ART 19G Outdoor Landscape Painting

This addition will go into effect for 2023-24.

Approved by the Fine Arts & Communication division curriculum committee: 11/8/22

FOOTHILL COLLEGE

New Degree or Certificate Proposal

Faculty Author(s):   Dylan Lennox

Division: Apprenticeship

Proposed Title of Degree/Certificate: Non-Destructive Testing

Type of Award: Certificate of Achievement

Workforce/CTE Program: Yes

Which academic departments will be involved in the creation of this new degree/ certificate? Are any new departments being created?   No

Does De Anza offer a similar degree or certificate?   No

What is the educational need for this new degree/ certificate?   Our apprenticeship division onboarded a new apprenticeship program sponsor, and all courses have been approved by the division curriculum committee (ACC) and submitted as stand-alone. Our American Aerospace Technical Academy (AATA) partner will be applying for a certificate of achievement for their apprenticeship program.

How does the degree/ certificate align with Foothill's Strategic Vision for Equity?   "Issue 13- Goal 4:

This apprenticeship program provides 10 weeks, 40 hours, of training with stackable certifications for students/apprentices to obtain the skills, knowledge, and certifications to be employed in the non-destructive testing trade. The mission of the AATA program is to serve veterans, women, and underserved communities. Please see attached COE from the 11/15 CCC agenda for further information regarding wages and employment outlook.

Goal 4: Workforce
Increase median annual earnings of all students by 9%
Increase all students who attained the living wage by +5 percentage points

Reduce the living wage gap for females by -3 percentage points
Reduce the living wage gap for African Americans by -5 percentage points
Reduce the living wage gap for Latinx by -5 percentage points
Reduce the living wage gap for Pacific Islanders by -5 percentage points
Increase the number of students employed in their field of study by +2 percentage"

Comments and other relevant information for discussion:

Foothill College
Credit Program Narrative
Certificate of Achievement in Research, Design and Development for Global Good

Item 1. Program Goals and Objectives

The Certificate of Achievement in Research, Design and Development for Global Good is designed as an aligned supplementary program for dual-enrolled high school students who are completing partnership programs within local schools and districts in the areas of research and design. Students in the program will develop authentic inquiry skills, enabling them to identify and define a concrete problem, analyze both internal and external factors that contribute to the complexity of the issue, explore potential solutions, and propose a detailed plan to test. Students will gain extensive research skills, including the curation and critical analysis of information, data collection and analysis, and investigative methodologies. Students will learn to utilize the design thinking process to ideate, prototype, and test solutions. Students will also acquire and hone communication and presentation skills as they share findings through multiple mediums.

Program Learning Outcomes:
- Students will be able to know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.
- Students will be able to build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
- Students will be able to explore local and global issues and use collaborative technologies to work with others to investigate solutions.
- Students will be able to plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- Students will be able to curate information using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- Students will be able to use remote and asynchronous collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.
- Students will be able to evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
- Students will be able to break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
- Students will be able to select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- Students will be able to develop, test, and refine prototypes as part of a cyclical design process.
- Students will be able to exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.
- Students will be able to communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

Item 2. Catalog Description

Designed primarily for dual-enrollment high school students in research, design, and development cohorts, the Certificate of Achievement in Research, Design and Development for Global Good guides students through a yearlong inquiry process, culminating in a means-tested project related to improving their local or global community. Students will conduct extensive research as they identify and define a specific problem and develop potential solutions. They will engage in an iterative design thinking process to ideate, prototype, and test ideas in authentic settings. The program culminates in a public exhibition where students present their projects and share their findings using multimedia.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Core Courses (6 units)	LINC 58	Global Project-Based Learning	2	Year 1, Spring
	LINC 66C	Searching & Researching the Internet	2	Year 1, Winter
	LINC 77	Design Thinking Overview	2	Year 1, Fall
Restricted Electives (select 6 units)	LINC 63	Cloud-Based Data Analysis Tools	1	Year 1, Winter
	LINC 64	Slide Presentation Design	1	Year 1, Spring
	LINC 66E	Cloud-Based Publishing Tools	1	Year 1, Spring
	LINC 67	Designing Web-Based Learning Projects	1	Year 1, Fall
	LINC 70	Web Page Design Overview	1	Year 1, Spring
	LINC 77B	Design Thinking & Tinkering	2	Year 1, Winter
	LINC 79	Multimedia Project Production	2	Year 1, Spring
	LINC 90C	Online Collaboration Tools	2	Year 1, Fall

TOTAL UNITS: 12 units

Proposed Sequence:
Year 1, Fall = 3-5 units
Year 1, Winter = 3-5 units
Year 1, Spring= 3-6 units
TOTAL UNITS: 12

Item 4. Master Planning

Foothill College's mission is to offer equitable programs and services that empower students to achieve their goals and become productive citizens. Additionally, Research and Service Leadership are key priorities of the college. The Certificate of Achievement in Research, Design and Development for Global Good introduces students to supplementary skills in research, design, and development as they apply themselves toward investigating and solving real-world problems. These skills are foundational for success in both the workforce and higher education. The World Economic Forum identified analytical thinking and innovation as the most important work skill for the future, and found that the general category of critical thinking and problem solving is the top area that will grow in prominence over the next five years. (Source: World Economic Forum Future of Jobs Report, 2020.) Students who complete this program will be

empowered to make an immediate difference in their communities and to be important assets to institutions in the future.

Item 5. Enrollment and Completer Projections

In the initial year, approximately 150 students are projected to complete the program. This is based on existing partnerships between the KCI and dual-enrollment programs that contain cohorts in this field. Several high schools in the area have also developed, or are in the process of developing, similar programs, opening up a path for significant expansion and many new partnerships. Thus, in the years to come, upwards of 250 students per year are expected to complete the program.

Course #	Course Title	Year 1 (20-21)		Year 2 (21-22)	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
LINC 58	Global Project-Based Learning	N/A	N/A	1	26
LINC 63	Cloud-Based Data Analysis Tools	N/A	N/A	1	30
LINC 64	Slide Presentation Design	1	98	N/A	N/A
LINC 66C	Searching & Researching the Internet	N/A	N/A	1	26
LINC 66E	Cloud-Based Publishing Tools	1	97	2	91
LINC 67	Designing Web-Based Learning Projects	2	63	N/A	N/A
LINC 70	Web Page Design Overview	3	126	2	90
LINC 77	Design Thinking Overview	1	31	N/A	N/A
LINC 77B	Design Thinking & Tinkering	1	20	2	42
LINC 79	Multimedia Project Production	2	106	4	125
LINC 90C	Online Collaboration Tools	1	34	2	61

Item 6. Place of Program in Curriculum/Similar Programs

The ENGR 10 course is likely the most similar to the content covered in this program, although it goes beyond what this program offers. While the "Global Good" theme of this program can be related to Global Studies, this program focuses on the development of action-based skills related to authentic problem solving and innovative design through an iterative prototyping process, rather than a study of the impact of globalization in general. As this program involves key mindsets and thinking processes (inquiry, curation, design, communication, etc.), there are connections to aspects of many other programs in the college's existing inventory, as the importance of these skills is universal. The primary difference is that this program focuses on

these skills in a supplementary capacity as they apply to the complexities of real-world settings and thus is not restricted to one content area.

Item 7. Similar Programs at Other Colleges in Service Area

No, there are currently no other similar academic programs offered at any institution in Foothill's service area. The Stanford d.school offers a variety of design thinking workshops and programs, including one called Action Lab which focuses on using design thinking for societal change. The Action Lab is not an academic program per se, but more oriented toward teams within established workforce institutions. No units are offered within Action Lab program, which is billed as a series of workshops. The Action Lab program costs between $15,000 and $25,000. Similarly, the local company IDEO offers a Foundations in Design Thinking Certificate, but does not focus on societal impact, and does not include units.

Several prestigious universities offer design thinking certificates and programs, including Cornell University, which has a 9-credit Design Thinking Certificate, and the MIT School of Management, which offers a 3-credit program in Mastering Design Thinking. Other universities such as University of Virginia and Columbia offer design and innovation specializations within other certificate programs.

Additional Information Required for State Submission:

TOP Code: 0860.00 - Educational Technology

Annual Completers: 150-300

Net Annual Labor Demand: 1,512

Faculty Workload: Between 0.133 and 0.266 per quarter

New Faculty Positions: 0

New Equipment: 0

New/Remodeled Facilities: 0

Library Acquisitions: 0

Gainful Employment: Yes

Program Review Date: June, 2027

Distance Education: 1-49%

Labor Market Analysis for Program Recommendation
Research, Design, and Development Occupations
Foothill College

Prepared by the San Francisco Bay Center of Excellence for Labor Market Research
June 2022

Recommendation

Based on all available data, there appears to be an "undersupply" of Research, Design, and Development workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara county). There is a projected annual gap of about 1,512 students in the Bay region and 533 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 0860.00 Educational Technology programs in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

This report profiles Research, Design, and Development Occupations in the 12 county Bay region and in the Silicon Valley sub-region for a proposed new Research, Design, and Development for Global Good program at Foothill College.

- **Web Developers and Digital Interface Designers (15-1257):** Design, create, and modify Web sites. Analyze user needs to implement Web site content, graphics, performance, and capacity. May integrate Web sites with other computer applications. May convert written, graphic, audio, and video components to compatible Web formats by using software designed to facilitate the creation of Web and multimedia content. Excludes "Multimedia Artists and Animators" (27-1014).
  Entry-Level Educational Requirement: Associate's degree
  Training Requirement: None
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 26%

- **Social Science Research Assistants (19-4061):** Assist social scientists in laboratory, survey, and other social science research. May help prepare findings for publication and assist in laboratory analysis, quality control, or data management. Excludes "Graduate Teaching Assistants" (25-1191).
  Entry-Level Educational Requirement: Bachelor's degree
  Training Requirement: None
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 37%

- **Commercial and Industrial Designers (27-1021):** Develop and design manufactured products, such as cars, home appliances, and children's toys. Combine artistic talent with research on product use, marketing, and materials to create the most functional and appealing product design.
  Entry-Level Educational Requirement: Bachelor's degree

Training Requirement: None
Percentage of Community College Award Holders or Some Postsecondary Coursework: 24%

Occupational Demand

Table 1. Employment Outlook for Research, Design, and Development Occupations in Bay Region

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Web Developers and Digital Interface Designers	11,176	12,696	1,520	14%	5,829	1,166	$32	$49
Social Science Research Assistants	1,591	1,704	113	7%	1,126	225	$21	$26
Commercial and Industrial Designers	1,215	1,260	44	4%	620	124	$31	$41
Total	**13,982**	**15,661**	**1,679**	**12%**	**7,575**	**1,515**		

Source: EMSI 2021.4

Bay Region includes: Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

Table 2. Employment Outlook for Research, Design, and Development Occupations in Silicon Valley Sub-region

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Web Developers and Digital Interface Designers	3,537	4,142	604	17%	1,988	398	$34	$50
Social Science Research Assistants	715	756	41	6%	487	97	$21	$25
Commercial and Industrial Designers	367	385	18	5%	190	38	$31	$47
Total	**4,619**	**5,284**	**665**	**14%**	**2,666**	**533**		

Source: EMSI 2021.4

Silicon Valley Sub-Region includes: Santa Clara County

Job Postings in Bay Region and Silicon Valley Sub-Region

Table 3. Number of Job Postings by Occupation for latest 12 months

Occupation	Bay Region	Silicon Valley
Web Developers	20,398	7,510
Commercial and Industrial Designers	5,535	1,812
Social Science Research Assistants	819	332
City and Regional Planning Aides	26	9

Source: Burning Glass

Table 4a. Top Job Titles for Research, Design, and Development Occupations for latest 12 months - Bay Region

Title	Bay	Title	Bay
Product Designer	732	Web Developer	330
Backend Engineer	691	Backend Engineer - Remote	301
Front End Engineer	637	Front End Engineer - Remote	297
Senior Backend Engineer	578	Senior Ux Designer	284
Senior Product Designer	559	Ui Developer	265
Senior Front End Engineer	549	Ui/Ux Designer	182
Front End Developer	532	Lead Product Designer	165
Ux Designer	521	Ux Research Associate	163
Ux Researcher	401	Senior Frontend Engineer	149

Source: Burning Glass

Table 4b. Top Job Titles for Research, Design, and Development Occupations for latest 12 months - Silicon Valley Sub-Region

Title	Silicon Valley	Title	Silicon Valley
Front End Developer	256	Senior Product Designer	108
Ux Designer	234	Ux Researcher	99
Backend Engineer	227	Senior Ux Designer	98
Front End Engineer	151	Senior Backend Engineer	93
Ui Developer	141	Ruby On Rails Developer	71
Product Designer	138	Backend Developer	63
Web Developer	130	Frontend Developer	63
Ux Research Associate	123	Product Engineer	63
Senior Front End Engineer	113	Ui/Ux Designer	61

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Research, Design, and Development Workers in Bay Region

Industry - 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2020)	Jobs in Industry (2025)	% Change (2020-25)	% Occupation Group in Industry (2020)
Internet Publishing and Broadcasting and Web Search Portals	2,166	584	15%	2%
Custom Computer Programming Services	2,208	298	16%	2%

Industry - 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2020)	Jobs in Industry (2025)	% Change (2020-25)	% Occupation Group in Industry (2020)
Software Publishers	1,437	315	10%	2%
Computer Systems Design Services	1,198	102	9%	2%
Data Processing, Hosting, and Related Services	472	104	3%	1%
Research and Development in the Physical, Engineering, and Life Sciences (except Nanotechnology and Biotechnology)	494	33	4%	1%
Colleges, Universities, and Professional Schools (State Government)	402	3	3%	1%
Other Computer Related Services	339	49	2%	2%
Colleges, Universities, and Professional Schools	299	21	2%	1%
Research and Development in the Social Sciences and Humanities	288	3	2%	11%

Source: EMSI 2021.4

Table 6. Top Employers Posting Research, Design, and Development Occupations in Bay Region and Silicon Valley Sub-Region

Employer	Bay	Employer	Silicon Valley
Amazon	324	Apple Inc.	283
Apple Inc.	301	Google Inc.	146
Google Inc.	244	Amazon	122
Facebook	239	Cisco Systems Incorporated	113
Uber	215	Intuit	105
Braintrust Group	160	Intel Corporation	88
Cisco Systems Incorporated	154	Stanford University	78
Intuit	128	Rivian	77
Stanford Medicine	112	Uber	73
Adobe Systems	106	Palo Alto Networks	69

Source: Burning Glass

Educational Supply

There is a one (1) community college in the Bay Region issuing three (3) awards on average annually (last 3 years ending 2018-19) on TOP 0860.00 Educational Technology. In the Silicon Valley Sub-Region, there are no community colleges that issued awards on average annually (last 3 years) on this TOP code.

Table 7. Community College Awards on TOP 0860.00 Educational Technology in Bay Region

College	Subregion	Certificate Low	Total
Merritt	East Bay	3	3
Total		**3**	**3**

Source: Data Mart

Note: The annual average for awards is 2016-17 to 2018-19.

Gap Analysis

Based on the data included in this report, there is a large labor market gap in the Bay region with 1,515 annual openings for the Research, Design, and Development occupational cluster and three (3) annual (3-year average) awards for an annual undersupply of 1,512 students. In the Silicon Valley Sub-Region, there is also a gap with 533 annual openings and no annual (3-year average) awards for an annual undersupply of 533 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0860.00 Educational Technology

Metric Outcomes	Bay All CTE Programs	Foothill All CTE Programs	State 0860.00	Bay 0860.00	Silicon Valley 0860.00	Foothill 0860.00
Students with a Job Closely Related to Their Field of Study	74%	91%	88%	90%	86%	86%
Median Annual Earnings for SWP Exiting Students	$47,419	$66,288	$85,341	$90,496	$94,740	$94,188
Median Change in Earnings for SWP Exiting Students	23%	43%	9%	9%	10%	10%
Exiting Students Who Attained the Living Wage	52%	64%	77%	82%	80%	83%

Source: Launchboard Strong Workforce Program Median of 2017 to 2020.

Skills, Certifications and Education

Table 9. Top Skills for Research, Design, and Development Occupations in Bay Region

Skill	Posting	Skill	Posting
JavaScript	8,726	Web Application Development	3,135
Software Engineering	5,966	Ruby on Rails	3,035
Front-end Development	4,639	Visual Design	3,008
React Javascript	4,558	Git	2,991
Java	4,538	UX Wireframes	2,928
Web Development	4,091	Product Management	2,874
Python	4,011	Ruby	2,822
Product Design	3,752	AngularJS	2,747

Skill	Posting	Skill	Posting
User Research	3,705	Adobe Indesign	2,744
Adobe Photoshop	3,574	Adobe Acrobat	2,603
Software Development	3,557	Adobe Creative Suite	2,583
Prototyping	3,479	Interaction Design	2,582
Product Development	3,258	User Interface (UI) Design	2,578
SQL	3,201	Adobe Illustrator	2,570

Source: Burning Glass

Table 10. Certifications for Research, Design, and Development Occupations in Bay Region

Certification	Posting	Certification	Posting
Certified Scrum Trainer (CST)	77	Certified Novell Administrator	15
Driver's License	70	Mbe Certified	13
Project Management Certification	49	Certified Information Systems Security Professional (CISSP)	11
Security Clearance	38	Certified Clinical Research Professional	9
Certified Quality Engineer (CQE)	38	Six Sigma Certification	8
Certified Reliability Engineer	34	Agile Certification	8
American Society For Quality (ASQ) Certification	34	Six Sigma Black Belt Certification	7
IT Infrastructure Library (ITIL) Certification	27	Automation Certification	7
Certified ScrumMaster (CSM)	25	Six Sigma Green Belt Certification	6
Project Management Professional (PMP)	21		

Source: Burning Glass

Note: 98% of records have been excluded because they do not include a certification. As a result, the chart below may not be representative of the full sample.

Table 11. Education Requirements for Research, Design, and Development Occupations in Bay Region

Education (minimum advertised)	Latest 12 Mos. Postings	Percent 12 Mos. Postings
High school or vocational training	257	2%
Associate's degree	147	1%
Bachelor's degree and higher	15,282	97%

Source: Burning Glass

Methodology

Occupations for this report were identified by use of skills listed in O*Net descriptions and job descriptions in Burning Glass. Labor demand data is sourced from Economic Modeling Specialists International (EMSI) occupation data and Burning Glass job postings data. Educational supply and student outcomes data is retrieved from multiple sources, including CTE Launchboard and CCCCO Data Mart.

Sources

O*Net Online
Labor Insight/Jobs (Burning Glass)
Economic Modeling Specialists International (EMSI)
CTE LaunchBoard www.calpassplus.org/Launchboard/
Statewide CTE Outcomes Survey
Employment Development Department Unemployment Insurance Dataset
Living Insight Center for Community Economic Development
Chancellor's Office MIS system

Contacts

For more information, please contact:

• Leila Jamoosian, Research Analyst, for Bay Area Community College Consortium (BACCC) and Centers of Excellence (CoE), leila@baccc.net

• John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, jcarrese@ccsf.edu or (415) 267-6544

Program Deactivation: Associate in Science in Business Administration for Transfer Degree (ADT)

The Business Department respectfully requests deactivation of the Business Administration ADT. The reason for deactivation is that the state approved Business Administration 2.0 ADT is now available to students, and we would like to complete deactivation of the original ADT by Summer 2023, to allow for a clean break in the Foothill catalog.

BSS Division Curriculum Committee Approval: 11/22/22

FOOTHILL COLLEGE

GUIDING PRINCIPLES FOR EQUITABLE CORs

Believing a well-educated population is essential to sustaining a democratic and just society, we commit to the work of equity, which is to dismantle oppressive systems (structural, cultural, and individual) and create a college community where success is not predictable by race.

- [Foothill College Strategic Vision for Equity](#)

This document was inspired by the recent national dialogue around systemic racism in the U.S. and our recognition that implicit and explicit racism exists in our curriculum at Foothill College. Although Foothill College has undertaken the process of educating faculty on the topic of student equity, and many have implemented real change within their classrooms and on campus, we recognize that there is still work to be done. We recognize that through our curriculum we as faculty contribute to the **lack of a sense of belonging, safety, and space allocation for students of color**[1]. We also recognize that **many programs perpetuate structural racism by failing to educate students in the history and ongoing racism implicit and explicit in their disciplines**[1]. We acknowledge that we as faculty provide **insufficient culturally responsive, relevant, and sustaining pedagogy and other asset-based approaches in teaching and serving our students of color**[1]. We believe that creating more equitable curriculum is just one of the numerous equity objectives that Foothill College faculty can utilize to counteract some of the effects of institutional racism that perpetuates in higher education. The intent of this document is to assist faculty as they strive to address the issues outlined above and work to create safe, inclusive, and equitable spaces and learning opportunities for students of color.

We acknowledge the powerful role curriculum plays in forming our identities as educators and scholars in our respective academic fields, and as human beings. There are difficult questions ahead. We invite all Foothill College faculty to join us as we reflect critically on our curriculum in a community of scholars working in solidarity, without judgment, and without fear. We believe such a community is essential to bringing about the changes we want to see. Please join us.

DEFINITIONS

Accessibility is the practice of allowing everyone equal access to education, employment, healthcare, and other resources. Accessibility empowers individuals by helping them understand their rights and advocate for themselves so they can live with independence and dignity. Accessible curriculum recognizes and reduces barriers to student success; and designs syllabi, activities, and assignments that acknowledge neurodiversity, integrate support for students, and are guided by scientific principles about how students learn (often referred to as Universal Design for Learning, or UDL). (Sources: Glendale Community College DSPS and CAST)

Antiracism encompasses a range of ideas and political actions which are meant to counter racial prejudice, systemic racism, and the oppression of specific racial groups. Antiracism is usually structured around conscious efforts and deliberate actions which are intended to provide equal opportunities for all people on both an individual and a systemic level. As a philosophy, it can be engaged in by the acknowledgment of personal privileges, confronting acts as well as systems of racial discrimination, and/or working to change personal racial biases[2].

Culturally Responsive Teaching (CRT) recognizes and celebrates that our students come from a variety of backgrounds, experiences, and traditions, including (dis)ability cultures like Deaf culture. CRT curriculum connects activities, assignments, readings, and projects to students' home cultures and experiences. CRT classrooms are communities where knowledge is created within the context of students' cultural, traditional, and social experiences. CRT instructors are facilitators and guides in these communities. (Source: Glendale Community College C&I)

Decolonization encourages the representation of multiple perspectives in the curriculum. It makes space for all voices and experiences and does not privilege one point of view. Decolonization is not just a matter of including "other" material within a dominant white, European framework. Instead, it provides a way for a variety of experiences, traditions, theories, and ideas to inform each other and critique the way we construct knowledge and ideologies. Decolonization also enables us to examine the way we teach so we can identify and eliminate biases in our curriculum. Ultimately, decolonizing the curriculum promotes student validation, engagement, and a sense of belonging in our classrooms and across our campus. (Source: Glendale Community College C&I)

DEIA is an adopted acronym for the concepts of diversity, equity, inclusion, and accessibility. There may be an additional letter presented for accessibility (DEIA) depending on usage. (Source: Glendale Community College C&I)

Diversity is the presence of differences that may include race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, neurodiversity, age, religious commitment, or political perspective. (Source: eXtension)

Epistemology is the study or a theory of the nature and grounds of knowledge especially with reference to its limits and validity. Epistemology seeks to understand one or another kind of cognitive success (or, correspondingly, cognitive failure). (Sources: Merriam-Webster and Stanford University SEP)

Equity refers to fair and just practices and policies that ensure all campus community members can thrive. Equity is different than equality in that equity implies treating everyone as if their experiences are the same. Being equitable means acknowledging and addressing structural inequalities—historic and current—that advantage some and disadvantage others and providing access to resources for success. (Source: University of Iowa)

Inclusion is an outcome to ensure that students of diverse backgrounds are treated fairly and respectfully. Inclusion outcomes are met when you, your institution, and your program are truly inviting to all and where diverse individuals can participate fully in the decision-making and development opportunities within an organization or group. (Source: eXtension)

HOW CAN ONE PERSON MAKE A DIFFERENCE?

Structural and cultural changes are needed to enact true change as an institution. However, we all own the responsibility to engage in individual change and professional and personal development. All levels of system-change dimensions can impact and influence one another. By addressing all levels of change at the same time, a more transformative institutional shift can occur.

CREATING MORE EQUITABLE CURRICULUM

By building and revising courses and programs through an equity lens, we can construct curriculum that meets the needs of all students and promotes student success. As you write new courses or revise your existing courses, look to incorporating the suggestions, below, which focus on specific sections of the COR. Also provided are before/after examples from Foothill CORs which have gone through the process of being updated using an equity lens.

COURSE DESCRIPTION

- Does it demonstrate a welcoming approach? Does it engage students and invite them as participants/co-participants?
    - For introductory or general courses, mention that little to no experience in the topic/field is necessary to enroll
- Does it have inclusive language?
    - Use "the student" as much as possible, rather than he/she, or his/her
    - Use active versus passive voice, minimize jargon and/or define discipline-specific terminology
- Does it include DEIA content that will be covered in the course?
- Example(s) from Foothill CORs:
    - Before:
    - After:

COURSE CONTENT

- Does the content communicate a philosophy that values diverse knowledge and abilities?
- Is it timely? How has the topic/field evolved over time, and does the content reflect the most current iteration?
    - Address historical and/or contemporary misconceptions
- Is it relevant to the lived experiences of the students?
- Is the language inclusive? Does it show a commitment to help students succeed/accomplish SLOs?
- Does it acknowledge the reality of racism and/or include topics related to DEIA?
- Does it offer opportunity to critique the historical foundations of the discipline?
- Does it explore a broad range of diverse contributions to the topic/field?
    - Move away from including only "canonical" contributions
- Are students empowered to attain an ownership of their knowledge, instead of having it bestowed upon them?
- Example(s) from Foothill CORs:
    - BIOL 40A Human Anatomy & Physiology - added the following topics:

- History of anatomy and physiology acknowledging bias in the fields toward contributions of men of European descent
- Recognition of historical contributions of individuals such as Wang Qingren, Imhotep, Ibn al-Nafis, Alessandra Giliani, Sushruta, etc.
- Evolution of skin colors and misconceptions regarding a biological basis for race
- Disparities related to the underrepresentation of individuals with darkly pigmented skin in textbooks, medical training, and clinical testing
- Examination of health disparities, social determinants of health, and health inequities as related to … organ systems
- Examination of the contributions of scientists from a diversity of backgrounds to the fields of anatomy and physiology

METHODS OF EVALUATION

- Are we as instructors considering our own biases when constructing and evaluating assessments?
- Are the methods detailed and descriptive?
  - Avoid listing, simply, "essays, quizzes, final exam, etc." without including additional information about what is included for each
- Are course activities aligned with core principles of universal learning design? Are there multiple means of representation, action, and expression, and/or engagement?
- Does assessment/evaluation consider the multiple ways students learn and use authentic assessment principles?
- Are students given the opportunity to make up and/or revise work?
- Are assignments assigned in stages so that subsequent assessments incorporate the students' previous work and instructor feedback?
- Example(s) from Foothill CORs:
  - Before:
  - After:

METHODS OF INSTRUCTION

- Are the methods detailed and descriptive?
  - Avoid listing, simply, "lecture, lab, exercises, etc." without including additional information about the delivery of each
    - Consider including definitions of terms such as "lecture," "lab," etc.
  - Provide overview of delivery of course content; when possible, include information such as ratio of lecture to group work and whether the course is teacher-centered or student-centered

- Does the course allow for peer review and/or cooperative work, and/or incorporate other opportunities for discussion between students and student-to-student feedback?
- Do the methods aid students in connecting course content to their lived experiences?
  - As appropriate, include opportunities for students to engage in self-reflection, group discussion, journaling, etc., to better engage with content
- Example(s) from Foothill CORs:
  - Before:
  - After:

REPRESENTATIVE TEXTS/MATERIALS

- Do the texts/materials amplify the struggles, advancements, achievements, and experiences of authors from a variety of racial, gender, cultural, (dis)ability, and experiential backgrounds?
- Are diverse authors and voices represented?
  - Move away from including only "canonical" texts/materials
- Are the texts/materials current—do they address current issues that are relevant and meaningful to students?
- Do they encourage students to connect course content to their own sociocultural backgrounds and/or the sociocultural backgrounds of others? Do they help students see themselves in the topic/field?
- Do the texts/materials engage in respectful discussion of history and contemporary experiences of discrimination, racism, exclusion, and marginalization? Do they address biases within the topic/field, both historical and contemporary, and include counter-narratives?
- Are the language and content accessible to students from a variety of backgrounds and abilities?
  - If films/videos or online resources are listed, are these accessible to those students with disabilities (e.g., closed captioned, compatible with screen readers)?
- Are the texts/materials appropriate for the prerequisites and course level?
- Are there free texts available? Check with your library liaison for OER (Open Educational Resources) or subscription library resources available for free to students (e.g., databases, articles, journals, magazines, newspapers, eBooks, streaming videos, etc.). (Accessibility and affordability issues in education disproportionately affect marginalized groups.)
- Look beyond traditional textbooks—are there other types of "texts" relevant to the topic/field?
  - Consider the following: films/videos, articles, online resources

- - Check with your library liaison for subscription library resources available for free to students (e.g., databases, articles, journals, magazines, newspapers, eBooks, streaming videos, etc.)
- Example(s) from Foothill CORs:
  - BIOL 40A Human Anatomy & Physiology - added the following materials:
    - Articles on representation of skin color in medical training

TYPES/EXAMPLES OF REQUIRED READING, WRITING, AND OUTSIDE OF CLASS ASSIGNMENTS

- Do assignments encourage students to connect course content to their sociocultural backgrounds and eclectic experiences and/or the sociocultural backgrounds and experiences of others? Do they help students see themselves in the topic/field?
- Are you including prompts that encourage reflection to specific resources?
- Are activities designed to encourage students to construct their knowledge through contextualized experiences/activities?
- Can students engage with course material and respond to assignments in a variety of meaningful ways that includes real-world examples?
- Are assignments relevant to the type of course?
  - As appropriate, consider using "non-traditional" assignments, such as internships or e-portfolios
- Are assignments assigned in stages so that subsequent assessments incorporate the students' previous work and instructor feedback?
- Example: Ask students to reflect on how their diverse knowledge and unique life experience impact their learning or semester-long e-portfolio that synthesizes academic, professional, and personal growth through weekly reflection/journaling.
- Example(s) from Foothill CORs:
  - BIOL 40A Human Anatomy & Physiology - added the following assignments:
    - Analysis of the contributions to anatomy and physiology by scientists from a diversity of backgrounds

CONCLUSION

This work is ongoing, and this document will be updated to include additional examples of changes made to Foothill CORs. Please share examples of the work you've done to incorporate equity into your CORs by contacting any member of the CCC leadership team. Current members are listed under Curriculum Contacts on the CCC website.

REFERENCES

1. Curriculum-related goals set forth in the Foothill College Academic Senate Equity Action Plan:

- **Issue 5: Lack of a sense of belonging, safety, and space allocation for students of color.**
  - Goal 7: Curriculum and instruction norm multi-cultural and multi-ethnic perspectives.
- **Issue 6: Many programs perpetuate structural racism by failing to educate students in the history and ongoing racism implicit and explicit in their disciplines.**
  - Goal 1: Curriculum is explicitly race conscious.
    - Course outlines in every discipline include the epistemology of the field, highlighting the contributions of racially diverse scholars, and address the discipline's historical and contemporary racial equity issues.
    - Curriculum policies and processes prioritize equity outcomes. Where disproportionate impact is the outcome of policy implementation or compliance, the College Curriculum Committee and Administration take action to analyze the disproportional impact, and mitigate it and when necessary, and work to advocate for change at the board and/or state level where the policy or process is beyond local control.
  - Goal 2: Pedagogy is race conscious.
    - Faculty are knowledgeable about the epistemology of their disciplines, especially about the contributions of racially diverse scholars, and they effectively educate students in these topics.
    - Faculty are knowledgeable about historical and contemporary racial equity issues in their disciplines, and they effectively educate students on these issues.
    - Faculty are aware of approaches for using their discipline to prepare students to be racially conscious, and community and global leaders through opportunities such as service leadership.
    - Faculty use culturally responsive pedagogy and engage in ongoing professional development around their teaching practices.
  - Goal 3: Faculty are supported in their efforts to deepen their understanding of the racialized contexts of their discipline, including the contributions of diverse scholars in their field, update their curricula, and iteratively refine their teaching.
- **Issue 7: Insufficient culturally responsive, relevant, and sustaining pedagogy and other asset-based approaches in teaching and serving our students of color.**
  - Goal 2: Faculty are supported in their efforts to iteratively self-evaluate their proficiency with culturally responsive pedagogy.
  - Goal 3: Content and pedagogy are inclusive of and created with communities of color in mind.
  - Goal 4: The college creates an Ethnic Studies Division and hires demographically diverse faculty.

2. "Being Antiracist". National Museum of African American History and Culture. 2019-10-01.